NICHOLAS COUNTY SCHOOLS

Certified Evaluation Plan

Revised April 2007
Approved May 2007

ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The _Nicholas County_ School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.
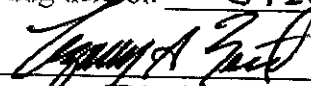
Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on ___5/21/07___

_____   ___7/9/07___
Signature of District Superintendent   Date

_____   ___7/9/07___
Signature of Chairperson, Board of Education   Date

CERTIFIED PERSONNEL EVALUATION PLAN

NICHOLAS COUNTY   859-289-3770
Name of District   Telephone

395 West Main Street   Carlisle, Kentucky   40311
Street Address   City and State   Zip

Greg Reid   859-289-3770
Name of Superintendent   Telephone

KevinMiller   Supervisor   859-289-3770
Evaluation Contact Person Position   Telephone

Evaluation Plan Development Committee Members and Their Positions Titles:

Kevin Miller   Supervisor

Shawn Parrish   Principal

Joe Orazen   Principal

Christina Bromagen   Teacher

Kim Martin   Teacher

Barbara Allison   Teacher

This evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

Approved and adopted by the Nicholas County Board of Education on _____
                                                              (Date)

_____   _____
    Superintendent   Board Chairperson

2

Nicholas County Schools
Evaluation Plan

Introduction and Beliefs

Evaluation in the Nicholas County Schools will be used as a tool for professional growth and for improving the performance of each member of the faculty and staff. The Evaluation Committee believes that the evaluation process is an essential component of improving the teaching and learning process. Evaluation provides a measure of accountability to the public. Evaluation identifies strengths and weaknesses of the individual and is a tool to be used to assist the individual in developing and implementing a program of improvement in the identified areas of weaknesses. In developing the evaluation plan, the Evaluation Committee considered The Kentucky Education Reform Act, KRS 156.557, 704 KAR 3:345, and other KDE documents dealing with Standards.

A Description of the Evaluation Procedures

A. The Nicholas County Evaluation Plan was developed by an committee consisting of an equal number of teachers and administrators and was approved by the Nicholas County Board of Education (see attached documentation). The committee developed evaluation procedures and forms.

B. All evaluators will be trained in the proper techniques of evaluation as follows:
- Orientation to the local evaluation process and the use of specific evaluation instruments as required by KRS 156.557 and 704 KAR 3:345
- Identification of effective teaching/management practices
- Observation techniques
- Conference techniques
- Techniques for developing Individual Professional Growth Plans

C. The employee's immediate supervisor will be the primary evaluator. The building principal is the primary evaluator in the school and is responsible for insuring (a) the completion of regular classroom observations; (b) the analysis and interpretation of evaluation data; (c) conferences with the teacher; (d) the compilation of the summative evaluation document; (e) the development of an annual individualized professional growth plan for each certified employee; and (f) the validation for recommending renewal/non-renewal. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. A pre-observation form is provided for utilization in the formal evaluation process.

D. All formal monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the employee. All formal observations must be documented. All formal observations must cover at least one instructional period. Unannounced visits to the classrooms or other workstations may be conducted.

The results of informal observations may be noted on the summative evaluation. If requested by the teacher, observations by another teacher trained in the teacher's content area or by a curriculum content specialist shall be provided to observe and provide information to the primary evaluator. The selection of the third party observer shall, if possible, be determined through mutual agreement by the evaluator and evaluatee. A teacher who exercises this option shall do so in writing to the evaluator by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within 5 working days of the teacher's written request, the evaluator shall select the third party observer.

E. Within 30 calendar days of Opening Day, all certified staff will complete/modify an Individual Professional Growth Plan. The Individual Professional Growth Plan must be aligned with the specific goals, objectives, and action plans of the school's or district's Comprehensive Improvement Plan and the Evaluation Standards and Performance Criteria of the district evaluation system. Each certified staff member shall have an Individual Professional Growth Plan that is reviewed annually.

F. All evaluations must include a conference with the evaluator. All evaluations (except Superintendent) will be in writing on approved forms to become part of the official personnel file located in Central Office. A copy of the evaluation will be given to the person evaluated. All evaluations shall be signed by the evaluator and the evaluatee indicating that the evaluation has been seen and a conference held. An evaluatee has the opportunity for written comments that will become part of the official file.

Evaluation Schedule

A. During the first three weeks of the school year, each employee will be given a copy of the forms on which the individual will be evaluated. The process and the criteria will be discussed.

B. Non-tenured teachers will be evaluated annually. Non-tenured personnel will receive at least two formal observations. The first one will be before the end of the first semester and the last one before April 1.

C. Tenured personnel, other than administrators, will have a summative evaluation, at minimum, every three years. There will be at least one formal observation before evaluation.

D. Written evaluations (summative) for all non-tenured personnel with the exception of interns will be submitted to the Central Office no later than April 30 of each year. Evaluations for all tenured personnel formally observed will be submitted to the Central Office no later than two weeks before the end of each school year.

E. Satisfactory performance is attained when a non-administrative certified employee receives a rating of "meets standards".

F. In the event that the first observation of a tenured employee is unsatisfactory, at least one additional observation must be done. An individual Corrective Action Plan will be developed if additional observations are warranted.

G. All administrators will be evaluated annually.

H. The superintendent will be evaluated annually by the school board members. As per KRS 156.111, the school superintendent shall have successfully completed the Assessment Center process within one year of assuming his/her duties as superintendent. He/she will also be required to participate in the Effective Instructional Leadership program completing 21 hours of leadership training each year (July 1 – June 30).

I. Interns will be evaluated according to state guidelines.

Evaluation Instructions

A. Pre-observation Instrument is completed prior to observation.

B. Formative data is collected by observer using anecdotal or other appropriate observation methods.

C. A post-observation conference is held as soon as possible after the observation but no later than 5 school days.

D. An Individual Professional Growth Plan is developed with target dates for achievement/revision.

E. An Individual Corrective Action Plan must be developed for any teacher receiving a "does not meet" rating with target dates for achievement/revision. An Individual Corrective Action Plan may be developed for any certified staff member to address concerns involving their performance.

F. The Summative Evaluation form is completed and submitted to the superintendent by April 1, along with a copy of the Individual Professional Growth Plan. The summative conference includes all evaluation data.

G. To make the evaluation process successful, a high level of commitment is needed by both the evaluatee and the evaluator. The evaluatee is expected to proceed with the action plan in a self-directed way, and the evaluator is expected to provide assistance and regular monitoring of progress.

Appeals

After the evaluator has made multiple observations and held the accompanying conferences, the evaluator and educator will review the summative evaluation. If the

evaluated person chooses, he/she may attach a statement of refutation to the evaluation instrument.

All employees have the right to a hearing. A certified employee may appeal his/her evaluation within ten working days of the summative evaluation by notifying in writing the school board appointed certified appeals officer of the intent to appeal and the specific contentions. Employees filing an appeal have the right to review all documentation presented as evidence reasonably in advance of the appeal hearing and have the right to representation of their choosing. The appeal shall be signed and in writing on a form prescribed by the Superintendent. This form shall state that evaluation records shall be presented to and reviewed by the panel.

The District shall establish an Evaluation Appeals Panel to hear appeals from summative evaluations. Two members of the panel shall be elected by and from certified employees. Two alternates shall also be elected by and from the certified employees to serve in the event an elected member cannot serve. The Board shall appoint one certified employee and one alternate certified employee to the panel. All terms of panel members and alternates shall be for one year and run from July 1 to June 30. Members may be re-appointed or re-elected. The chairman of the panel shall be a certified employee appointed by the Board.

The Evaluation Appeals Panel shall issue a recommendation to the superintendent within fifteen working days from the date an appeal is filed. In the case of the appeals of evaluations conducted by the superintendent, the panel shall report to the Board. The superintendent shall receive the panel recommendation and cause it to be attached to the original evaluation form and filed in the employee's personnel file. The filings of the Appeals Panel is final.

No panel member shall serve on any appeal on which he/she was the evaluator. Whenever a panel member or panel member's immediate family appeals to the panel, he or she shall not serve on his or her own appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

Any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Board of Education shall have the opportunity to appeal to the Kentucky Board of Education. The Kentucky Board of Education shall appoint a committee of three state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel. The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations and the panel's review shall be limited to the record of proceedings at the local district level. No later than 30 days after the final action or decision at the local district level, the certified employee shall submit a written request to the chief state school officer for a hearing before the State Evaluation Appeals Panel. A specific description of the complaint and grounds for appeal shall be submitted with this request.

A brief written statement, and other documentation which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty days prior to the scheduled review. A decision of the appeals panel shall be rendered within fifteen working days after a hearing. A determination of non-compliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

Code of Ethics

Each certified employee will be given a copy of the Code of Ethics during the first week of school each year.

NICHOLAS COUNTY SCHOOLS
PRE-OBSERVATION INSTRUMENT FOR TEACHERS

_____ _____ _____
Educator   Date of Pre-Conference   School

_____ _____ _____
Subject Area   Time of Observation   Grade Level

_____ _____
Number of Students in Class   Number of IEP Students

This lesson is: new material/review

Lesson Objective:

Core Content/Program of Studies addressed in this lesson:

Teaching techniques to be used during this lesson:

Method of evaluation for student mastery:

Specific teaching behaviors to be monitored:

Any special circumstances the evaluator should be aware of:

_____   _____
Evaluatee's Signature   Date

_____   _____
Evaluator's Signature   Date

Nicholas County Schools
Data Collection Summary
For Teachers

Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.

Staff Member Observed _____ Grade/Content Area _____
Observer _____ Position _____
Date _____ Time of Observation _____
Activity Observed:

Standards/Performance Criteria	Performance/Product Ratings More than one rating may be checked.			Comments/Notes Attach additional pages if necessary.
Standard 1: Demonstrates Professional Leadership: *The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.*	Meets	Growth Needed	Does not Meet	
1.1. Builds positive relationships within and between school and community.				
1.2. Promotes leadership potential in colleagues.				
1.3. Participates in professional organizations and activities				
1.4. Writes and speaks effectively.				
1.5. Contributes to the professional knowledge and expertise about teaching and learning.				
1.6. Guides the development of curriculum and instructional materials.				
1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
1.8 Initiates and develops educational projects and programs.				
1.8. Practices effective listening, conflict resolution, and group facilitation skills as a team member.				
1.9. Demonstrates punctuality and good attendance for all duties.				
1.10.Adheres to school board policies and administrative procedures.				
1.12. Adheres to the state professional Code of ethics.				
Standard 1 Considerations for Professional Growth				
Standard 2: Demonstrates Knowledge of Content: *The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.*	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.				
2.2. Communicates a current knowledge of discipline(s) taught.				

	Meets	Growth Needed	Does not Meet	Comments/Notes
2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the discipline				
2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.				
2.5. Connects content knowledge to real-world applications.				
2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.				
2.7. Analyzes sources of factual information for accuracy.				
2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.				
2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.				
Standard 2 Considerations for Professional Growth				
Standard 3: Designs/Plans Instruction: *The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.				
3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.				
3.3. Integrates skills, thinking processes, and content across disciplines.				
3.4. Creates and uses learning experiences that challenge, motivate and actively involve the learner.				
3.5. Creates and uses learning experiences that are developmentally appropriate for learners.				
3.6. Arranges the physical classroom to support the types of teaching and learning that are to occur.				
3.7. Includes creative and appropriate use of technologies (e.g. audiovisual equipment, computers, lab equipment, etc.) to improve student learning.				
3.8. Develops and implements appropriate assessment processes.				
3.9. Secures and uses a variety of appropriate school and community resources to support learning.				
3.10. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.				
3.11. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.				
Standard 3 Considerations for Professional Growth				
Standard 4: Creates/Maintains Learning Climate: *The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.

	Meets	Growth Needed	Does not Meet	
4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.				
4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.				
4.3. Shows consistent sensitivity to individuals and responds to students objectively.				
4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.				
4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.				
4.6. Encourages and supports individual and group inquiry.				
4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.				
4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.				
4.9. Works with colleagues to develop an effective learning climate within the school.				

Standard 4 Considerations for Professional Growth

Standard 5: Implements/Manages Instruction: *The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
5.1. Communicates specific goals and high expectations for learning.				
5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.				
5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.				
5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.				
5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.				
5.6. Stimulates students to reflect on their own ideas and those of others.				
5.7. Uses appropriate questioning strategies to help students solve problems and think critically.				
5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.				
5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.				
5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.				
5.11. Makes effective use of media and technologies.				
5.12. Makes efficient use of physical and human resources and time.				
5.13. Provides opportunities for students to use and practice what is learned.				
5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.				

Standard 5 Considerations for Professional Growth				

Standard 6: Assesses and Communicates Learning Results: *The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, becomes self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
6.1. Selects and uses appropriate assessments.				
6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.				
6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.				
6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.				
6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.				
6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.				

Standard 6 Considerations for Professional Growth				

Standard 7: Reflects/Evaluates Teaching/Learning: *The teacher reflects on and evaluates teaching/learning.*	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
7.1. Assesses and analyzes the effectiveness of instruction.				
7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.				
7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.				

Standard 7 Considerations for Professional Growth				

Standard 8: Collaborates with Colleagues/Parents/Others: *The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
8.1. Initiates collaboration with others and relates situations where collaboration with others will enhance student learning.				
8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.				

	Meets	Growth Needed	Does not Meet	
8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.				
8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.				
8.5. Secures and makes use of school and community resources that present differing viewpoints.				
8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.				
8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.				
8.8. Analyzes previous collaborative experiences to improve future experiences.				
8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.				

Standard 8 Considerations for Professional Growth

Standard 9: Engages in Professional Development: *The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.*	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
9.1. Establishes priorities for professional growth.				
9.2. Analyzes student performance to help identify professional development needs.				
9.3. Solicits input from others in the creation of individual professional development plans.				
9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.				
9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.				

Standard 9 Considerations for Professional Growth

Standard 10: Demonstrates Implementation of Technology: *The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.*	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
10.1. Operates a multimedia computer and peripherals to install and use a variety of software.				
10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.				
10.3. Demonstrates knowledge of the use of technology in business, industry, and society.				
10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.				
10.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				

10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.				
10.9. Designs lessons that use technology to address diverse student needs and learning styles.				
10.10. Practices equitable and legal use of computers and technology in professional activities.				
10.11. Facilitates the lifelong learning of self and others through the use of technology.				
10.12. Explores, uses, and evaluates technology resources, software, applications, and related documentation.				
10.13. Applies research-based instructional practices that use computers and other technology.				
10.14. Uses computers and other technology for individual, small group, and large group learning activities.				
10.15. Uses technology to support multiple assessments of student learning.				
10.16. Instructs and supervises students in the ethical and legal use of technology.				
Standard 10 Considerations for Professional Growth				

_____   _____

Evaluatee's Signature   Evaluator' Signature

Note: More than one rating may be marked. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be marked. Also, an evaluatee Could meet the performance criteria, yet "need growth" in a refinement/enrichment phase of professional growth, and two ratings would be marked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the "growth needed" cell must also be checked.

Nicholas County Schools
Summative Conferencing Form
For Teachers

The evaluator and evaluatee discuss and complete this form prior to revising the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, units of study, etc.

Staff Member Observed _____ Grade/Content Area _____

Observer _____ Position _____

Date of Conference (Analysis) _____

Standards/Performance Criteria	Performance/Product Ratings More than one rating may be checked.			Discussed Attach additional pages if necessary.
Standard 1: Demonstrates Professional Leadership: *The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.*	Meets	Growth Needed	Does not Meet	
1.1. Builds positive relationships within and between school and community.				
1.2. Promotes leadership potential in colleagues.				
1.3. Participates in professional organizations and activities				
1.4. Writes and speaks effectively.				
1.5. Contributes to the professional knowledge and expertise about teaching and learning.				
1.6. Guides the development of curriculum and instructional materials.				
1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
1.8 Initiates and develops educational projects and programs.				
1.8. Practices effective listening, conflict resolution, and group facilitation skills as a team member.				
1.9. Demonstrates punctuality and good attendance for all duties.				
1.10.Adheres to school board policies and administrative procedures.				
1.12. Adheres to the state professional Code of ethics.				
Standard 1 Considerations for Professional Growth				
Standard 2: Demonstrates Knowledge of Content: *The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.*	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.				
2.2. Communicates a current knowledge of discipline(s) taught.				

15

	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the discipline				
2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.				
2.5. Connects content knowledge to real-world applications.				
2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.				
2.7. Analyzes sources of factual information for accuracy.				
2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.				
2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.				

Standard 2 Considerations for Professional Growth

Standard 3: Designs/Plans Instruction: *The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.				
3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.				
3.3. Integrates skills, thinking processes, and content across disciplines.				
3.4. Creates and uses learning experiences that challenge, motivate and actively involve the learner.				
3.5. Creates and uses learning experiences that are developmentally appropriate for learners.				
3.6. Arranges the physical classroom to support the types of teaching and learning that are to occur.				
3.7. Includes creative and appropriate use of technologies (e.g. audiovisual equipment, computers, lab equipment, etc.) to improve student learning.				
3.8. Develops and implements appropriate assessment processes.				
3.9. Secures and uses a variety of appropriate school and community resources to support learning.				
3.10. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.				
3.11. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.				

Standard 3 Considerations for Professional Growth

Standard 4: Creates/Maintains Learning Climate: *The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.

	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.				
4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.				
4.3. Shows consistent sensitivity to individuals and responds to students objectively.				
4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.				
4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.				
4.6. Encourages and supports individual and group inquiry.				
4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.				
4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.				
4.9. Works with colleagues to develop an effective learning climate within the school.				

Standard 4 Considerations for Professional Growth

Standard 5: Implements/Manages Instruction: *The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
5.1. Communicates specific goals and high expectations for learning.				
5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.				
5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.				
5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.				
5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.				
5.6. Stimulates students to reflect on their own ideas and those of others.				
5.7. Uses appropriate questioning strategies to help students solve problems and think critically.				
5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.				
5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.				
5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.				
5.11. Makes effective use of media and technologies.				
5.12. Makes efficient use of physical and human resources and time.				
5.13. Provides opportunities for students to use and practice what is learned.				
5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.				

Standard 5 Considerations for Professional Growth				
Standard 6: Assesses and Communicates Learning Results: *The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, becomes self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
6.1. Selects and uses appropriate assessments.				
6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.				
6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.				
6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.				
6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.				
6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.				
Standard 6 Considerations for Professional Growth				
Standard 7: Reflects/Evaluates Teaching/Learning: *The teacher reflects on and evaluates teaching/learning.*	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
7.1. Assesses and analyzes the effectiveness of instruction.				
7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.				
7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.				
Standard 7 Considerations for Professional Growth				
Standard 8: Collaborates with Colleagues/Parents/Others: *The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
8.1. Initiates collaboration with others and relates situations where collaboration with others will enhance student learning.				
8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.				

	Meets	Growth Needed	Does not Meet	
8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.				
8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.				
8.5. Secures and makes use of school and community resources that present differing viewpoints.				
8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.				
8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.				
8.8. Analyzes previous collaborative experiences to improve future experiences.				
8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.				

Standard 8 Considerations for Professional Growth

Standard 9: Engages in Professional Development: *The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.*	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
9.1. Establishes priorities for professional growth.				
9.2. Analyzes student performance to help identify professional development needs.				
9.3. Solicits input from others in the creation of individual professional development plans.				
9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.				
9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.				

Standard 9 Considerations for Professional Growth

Standard 10: Demonstrates Implementation of Technology: *The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.*	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
10.1. Operates a multimedia computer and peripherals to install and use a variety of software.				
10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.				
10.3. Demonstrates knowledge of the use of technology in business, industry, and society.				
10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.				
10.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				

10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.				
10.9. Designs lessons that use technology to address diverse student needs and learning styles.				
10.10. Practices equitable and legal use of computers and technology in professional activities.				
10.11. Facilitates the lifelong learning of self and others through the use of technology.				
10.12. Explores, uses, and evaluates technology resources, software, applications, and related documentation.				
10.13. Applies research-based instructional practices that use computers and other technology.				
10.14. Uses computers and other technology for individual, small group, and large group learning activities.				
10.15. Uses technology to support multiple assessments of student learning.				
10.16. Instructs and supervises students in the ethical and legal use of technology.				
Standard 10 Considerations for Professional Growth				

_____   _____
Evaluatee's Signature   Evaluator' Signature

Note: More than one rating may be marked. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be marked. Also, an evaluatee Could meet the performance criteria, yet "need growth" in a refinement/enrichment phase of professional growth, and two ratings would be marked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the "growth needed" cell must also be checked.

NICHOLAS COUNTY SCHOOLS
Summative Evaluation Form for Teachers

Name _____ School _____ Date _____

Date of Observation(s) _____

Dates of Conference(s) _____

TEACHER STANDARDS:	MEETS STANDARDS	GROWH NEEDED	*DOES NOT MEET STANDARDS
1. Demonstrates Professional Leadership	_____	_____	_____
2. Demonstrates Knowledge of Content	_____	_____	_____
3. Designs/Plans Instruction	_____	_____	_____
4. Creates/Maintains Learning Climate	_____	_____	_____
5. Implements/Manages Instruction	_____	_____	_____
6. Assesses & Communicates Learning Results	_____	_____	_____
7. Reflects/Evaluates Teaching/Learning	_____	_____	_____
8. Collaborates with Colleagues/Parents/Others	_____	_____	_____
9. Engages in Professional Development	_____	_____	_____
10. Uses Technology to Support Instruction.	_____	_____	_____

*Any rating in the "Does Not Meet Standards" Column requires development of an Individual Corrective Action Plan.

EVALUATOR'S COMMENTS:

EVALUATEE'S COMMENTS:

I have read and discussed this evaluation with my evaluator and have received a copy of the form.

_____   _____
Evaluatee's Signature   Date   Principal's Signature   Date

_____
Evaluator's Signature (If other than principal)   Date

RE-EMPLOYMENT RECOMMENDATION
( ) Recommended for re-employment
( ) Not recommended for re-employment

Nicholas County Schools
Data Collection Summary
For Special Education Teachers

These standards are in addition to the standards for Regular Classroom Teachers

Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.

Staff Member Observed _____ Grade/Content Area _____
Observer _____ Position _____
Date _____ Time of Observation _____
Activity Observed:

Standards/Performance Criteria	Performance/Product Ratings More than one rating may be checked.			Comments/Notes Attach additional pages if necessary.
Standard 1: Instructional Process	Meets	Growth Needed	Does not Meet	
1A1. Implements specially designed instruction according to IEP.				
1A2. Correlates IEP objectives with lesson plans.				
1A3. Uses a variety of specially designed instructional materials (e.g., taped texts, highlighted materials, computer word processors, calculators, assistive technology devices, etc.).				
1B1. Modifies instruction for students according to IEP.				
1B2. Uses a variety of modifications in lessons prepared for the regular classroom (e.g., shorten assignments, oral tests, group projects, modified grading scale, extended time, etc.).				
1B3. Prepares modified materials that are aligned with daily lesson plans.				
Standard 1 Considerations for Professional Growth				

Standard 2: Classroom Management	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
2A1. Designs and implements behavior management plans according to IEP.				
2A2. Uses a variety of techniques to influence the classroom environment (e.g., preferential seating, study carrels, time-out areas, etc.).				
2A3. Develops behavior contingency plans for individual students (e.g., contracts, point systems, phase systems, charts, progress reports, parent communications, etc.).				
Standard 2 Considerations for Professional Growth				

Standard 3: Interpersonal Relationships	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
3A1. Serves as a consultant resource to regular education teachers.				
3A2. Provides appropriate information on special needs students to other school personnel (e.g., strengths, weaknesses, preferred modalities, needed environmental modifications, IEP goals, health, school history, etc.).				
3A3. Keeps school personnel updated on eligibility requirements for special education placement when required.				
3A4. Consults with teachers regarding pre-referral collaboration techniques for at-risk students in the regular classroom.				
3A5. Consults with regular classroom teachers about instructional and behavioral modifications for special education students.				

Standard 3 Considerations for Professional Growth

Standard 4: Interpersonal Relationships	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
4A1. Develops IEP objectives which correspond with present levels of student performance and allow for continuous student progress.				
4A2. Monitors objectives.				
4B1. Works with other teachers to monitor IEP objectives addressed in the regular classroom using monitoring notebooks, charts, etc.				
4C1. Reports status of current IEP objectives (i.e., *met, not met, continued*).				
4C2. Plans and prepares for Admissions and Release Committee (ARC) meetings.				
4C3. Consults with others teachers on student progress.				
4C4. Communicates positive attributes of students as well as needs.				
4C5. Completes required due process paperwork efficiently and effectively.				
4D1 Complies with district timelines.				
4D2. Assists with meeting pre-referral and referral timelines (e.g., attends pre-referral meetings when asked, provides suggestions for classroom interventions and baseline data, helps collect data, etc.).				
4D3. Assists with evaluations.				
4E1. Demonstrates knowledge of due process procedures.				
4E2. Follows district due process procedures and guidelines.				
4F1. Participates in professional development training focusing on special needs students.				
4F2. Participates in school-wide professional development.				
4G1. Observes confidentiality in the school and community.				

Standard 4 Considerations for Professional Growth

_____   _____
Evaluatee's Signature   Evaluator' Signature

Note: More than one rating may be marked. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be marked. Also, an evaluatee

Could meet the performance criteria, yet "need growth" in a refinement/enrichment phase of professional growth, and two ratings would be marked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the "growth needed" cell must also be checked.

Nicholas County Schools
Summative Conferencing Form
For Special Education Teachers

These standards are in addition to the standards for Regular Classroom Teachers

The evaluator and evaluate discuss and complete this form (in addition to the Summative Conferencing Form for Teachers) prior to revising the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, units of study, etc.

Staff Member Observed _____ Grade/Content Area _____
Observer _____ Position _____
Date _____ Time of Observation _____
Activity Observed:

Standards/Performance Criteria	Performance/Product Ratings More than one rating may be checked.			Discussed Attach additional pages if necessary.
Standard 1: Instructional Process	Meets	Growth Needed	Does not Meet	
1A1. Implements specially designed instruction according to IEP.				
1A2. Correlates IEP objectives with lesson plans.				
1A3. Uses a variety of specially designed instructional materials (e.g., taped texts, highlighted materials, computer word processors, calculators, assistive technology devices, etc.).				
1B1. Modifies instruction for students according to IEP.				
1B2. Uses a variety of modifications in lessons prepared for the regular classroom (e.g., shorten assignments, oral tests, group projects, modified grading scale, extended time, etc.).				
1B3. Prepares modified materials that are aligned with daily lesson plans.				
Standard 1 Considerations for Professional Growth				

Standard 2: Classroom Management	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
2A1. Designs and implements behavior management plans according to IEP.				
2A2. Uses a variety of techniques to influence the classroom environment (e.g., preferential seating, study carrels, time-out areas, etc.).				
2A3. Develops behavior contingency plans for individual students (e.g., contracts, point systems, phase systems, charts, progress reports, parent communications, etc.).				
Standard 2 Considerations for Professional Growth				

Standard 3: Interpersonal Relationships	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
3A1. Serves as a consultant resource to regular education teachers.				
3A2. Provides appropriate information on special needs students to other school personnel (e.g., strengths, weaknesses, preferred modalities, needed environmental modifications, IEP goals, health, school history, etc.).				
3A3. Keeps school personnel updated on eligibility requirements for special education placement when required.				
3A4. Consults with teachers regarding pre-referral collaboration techniques for at-risk students in the regular classroom.				
3A5. Consults with regular classroom teachers about instructional and behavioral modifications for special education students.				

Standard 3 Considerations for Professional Growth

Standard 4: Interpersonal Relationships	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
4A1. Develops IEP objectives which correspond with present levels of student performance and allow for continuous student progress.				
4A2. Monitors objectives.				
4B1. Works with other teachers to monitor IEP objectives addressed in the regular classroom using monitoring notebooks, charts, etc.				
4C1. Reports status of current IEP objectives (i.e., *met, not met, continued*).				
4C2. Plans and prepares for Admissions and Release Committee (ARC) meetings.				
4C3. Consults with others teachers on student progress.				
4C4. Communicates positive attributes of students as well as needs.				
4C5. Completes required due process paperwork efficiently and effectively.				
4D1 Complies with district timelines.				
4D2. Assists with meeting pre-referral and referral timelines (e.g., attends pre-referral meetings when asked, provides suggestions for classroom interventions and baseline data, helps collect data, etc.).				
4D3. Assists with evaluations.				
4E1. Demonstrates knowledge of due process procedures.				
4E2. Follows district due process procedures and guidelines.				
4F1. Participates in professional development training focusing on special needs students.				
4F2. Participates in school-wide professional development.				
4G1. Observes confidentiality in the school and community.				

Standard 4 Considerations for Professional Growth

_____   _____
Evaluatee's Signature   Evaluator' Signature

Note: More than one rating may be marked. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be marked. Also, an evaluatee

Could meet the performance criteria, yet "need growth" in a refinement/enrichment phase of professional growth, and two ratings would be marked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the "growth needed" cell must also be checked.

NICHOLAS COUNTY SCHOOLS
Summative Evaluation Form
for Special EducationTeachers

Name _____ School _____ Date _____

Date of Observation(s) _____

Dates of Conference(s) _____

TEACHER STANDARDS:	MEETS STANDARDS	GROWH NEEDED	*DOES NOT MEET STANDARDS
1. Demonstrates Professional Leadership			
2. Demonstrates Knowledge of Content			
3. Designs/Plans Instruction			
4. Creates/Maintains Learning Climate			
5. Implements/Manages Instruction			
6. Assesses & Communicates Learning Results			
7. Reflects/Evaluates Teaching/Learning			
8. Collaborates with Colleagues/Parents/Others			
9. Engages in Professional Development			
10. Uses Technology to Support Instruction.			
SPECIAL EDUCATION TEACHER STANDARDS:			
1. Instructional Process			
2. Classroom Management			
3. Interpersonal Relationships			
4. Professional Responsibilities			

*Any rating in the "Does Not Meet Standards" Column requires development of an Individual Corrective Action Plan.

EVALUATOR'S COMMENTS:

EVALUATEE'S COMMENTS:

I have read and discussed this evaluation with my evaluator and have received a copy of the form.

_____ _____
Evaluatee's Signature   Date   Principal's Signature   Date

_____
Evaluator's Signature (If other than principal)   Date

RE-EMPLOYMENT RECOMMENDATION
( ) Recommended for re-employment
( ) Not recommended for re-employment

Nicholas County Schools
Data Collection Form
For Guidance Counselors

Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.

Staff Member Observed _____

Observer _____ Position _____

Date of Conference (Analysis) _____

Standards/Performance Criteria	Performance/Product Ratings More than one rating may be checked.			Comments/Notes Attach additional pages if necessary.
Standard 1: Guidance and Counseling Program	Meets	Growth Needed	Does not Meet	
1.1 Defines needs and priorities.				
1.2 Determines objectives.				
1.3 Communicates with the stakeholders, including school councils about the design, importance, and effectiveness of the program.				
1.4 Organizes personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.				
1.5 Evaluates the program to assure its contribution to the school's mission and goals.				
1.6 Uses information systems and technology.				
Standard 1 Considerations for Professional Growth				
Standard 2: Developmental Guidance Curriculum	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
2.1 Assesses the developmental needs of students.				
2.2 Addresses academic expectations and school-to-work initiatives.				
2.3 Prepares students for successful transitions.				
2.4 Evaluates the results of the curriculum's impact.				
2.5 Modifies the curriculum as needed to continually meet the needs of students.				
2.6 Guides individuals and groups of students through the development of educational and career plans.				
2.7 Provides guidance for maximizing personal growth and development.				
2.8 Teaches the school developmental guidance program.				
2.9 Assists teachers in the teaching of the guidance curriculum.				
Standard 2 Considerations for Professional Growth				

Standard 3: Individual/Small Group Counseling	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
3.1 Provides a safe, confidential setting in which students present their needs and concerns.				
3.2 Promotes wellness.				
3.3 Responds to crises.				
3.4 Communicates empathy and understanding.				
3.5 Utilizes a broad range of techniques and accepted theories appropriate to school counseling.				
3.6 Utilizes assessment tools.				
3.7 Intervenes in problem/conflict situations and conduct follow-up sessions.				
3.8 Respects and nurtures the uniqueness of student conflict.				
3.9 Mediates classroom and student conflict.				
3.10 Empowers students to develop and use their resources.				

Standard 3 Considerations for Professional Growth

Standard 4: Consultation/Collaboration	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
4.1 Consults with parents, faculty, staff, administrators and others to enhance their work with students.				
4.2 Interprets relevant information concerning the developmental needs of students.				
4.3 Reduces barriers to student learning through direct referred services.				
4.4 Facilitates new student integration into the school environment.				
4.5 Works with teachers to provide support for students in a crisis situation.				
4.6 Interacts with school councils, school boards, FR/YSC Advisory Councils, and/or school committees.				
4.7 Facilitates successful communication between and among teachers, parents, and students.				
4.8 Works with teachers and administrators relevant to behavior management to promote and support intervention strategies.				
4.9 Consults with external community and professional resources.				

Standard 4 Considerations for Professional Growth

Standard 5: Coordination	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
5.1 Coordinates with school and community personnel, including school councils, to provide resources for students.				
5.2 Uses an effective referral process for assisting students and others to use special programs and services.				
5.3 Identifies community agencies for referral of students.				
5.4 Maintains cooperative working relationships with community resources.				
5.5 Facilitates				

Standard 5 Considerations for Professional Growth

Standard 6: Assessment	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
6.1 Participate in the planning and evaluation of the district/school testing program.				
6.2 Assess, interpret and communicate learning results to students, faculty, parents, and community.				
6.3 Collaborate with staff concerning assessment of special needs students.				
6.4 Use assessment results and other sources of student data in formulating student career/graduation plans.				
6.5 Coordinate student records to ensure the confidentiality of assessment data.				
6.6 Provide orientation sessions for faculty, students, and parents regarding the assessment program.				

Standard 6 Considerations for Professional Growth

Standard 7: Adheres to Professional Standards	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
7.1 Adheres to professional codes of ethics of American Counseling Association, American School Counseling Association, and Code of Ethics adopted by the Kentucky Education Professional Standards Board.				
7.2 Adheres to federal and state laws and regulations related to education and child protection.				
7.3 Is responsible for the ongoing professional development.				
7.4 Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.				
7.5 Is knowledgeable of the position statements of the American School Counselor Association.				
7.6 Identifies activities that would be in conflict with the primary role of the school counselor and advocates for the best practices of the profession.				

Standard 7 Considerations for Professional Growth

Standard 8: Demonstrates Professional Leadership	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
8.1 Builds positive relationships with and between community and school.				
8.2 Promotes leadership potential in colleagues.				
8.3 Participates in professional organizations and activities.				
8.4 Writes and speaks effectively.				
8.5 Guides the development of curriculum and instructional materials.				
8.6 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
8.7 Initiates and develops educational projects and programs.				
8.8 practices effective listening, conflict resolution, and group facilitation skills as a team member.				
8.9 Presents programs in a manner that reflects sensitivity to a multicultural and global perspective.				
8.10 Writes for publications, presents at conferences, and provides professional development.				
8.11 Works with colleagues to administer effective learning climate within the school.				

Standard 8 Considerations for Professional Growth

Standard 9: Engages in Professional Development	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
9.1 Establishes priorities for professional growth.				
9.2 Analyzes students performance to help identify professional development needs.				
9.3 Solicits input from others tin the creation of individual professional growth plans.				
9.4 Implements knowledge and skills acquired through on-going professional development.				
9.5 Modifies own professional development plan to improve performance and to promote student learning.				
Standard 9 Considerations for Professional Growth				

_____   _____
Evaluatee's Signature   Evaluator' Signature

Note: More than one rating may be marked. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be marked. Also, an evaluatee Could meet the performance criteria, yet "need growth" in a refinement/enrichment phase of professional growth, and two ratings would be marked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the "growth needed" cell must also be checked.

Nicholas County Schools
Summative Conferencing Form
For Guidance Counselors

The evaluator and evaluatee discuss and complete this form prior to revising the counselor's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, units of study, etc.

Staff Member Observed _____

Observer _____ Position _____

Date of Conference (Analysis) _____

Standards/Performance Criteria	Performance/Product Ratings More than one rating may be checked.			Discussed Attach additional pages if necessary.
Standard 1: Guidance and Counseling Program	Meets	Growth Needed	Does not Meet	
1.1 Defines needs and priorities.				
1.2 Determines objectives.				
1.3 Communicates with the stakeholders, including school councils about the design, importance, and effectiveness of the program.				
1.4 Organizes personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.				
1.5 Evaluates the program to assure its contribution to the school's mission and goals.				
1.6 Uses information systems and technology.				
Standard 1 Considerations for Professional Growth				
Standard 2: Developmental Guidance Curriculum	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
2.1 Assesses the developmental needs of students.				
2.2 Addresses academic expectations and school-to-work initiatives.				
2.3 Prepares students for successful transitions.				
2.4 Evaluates the results of the curriculum's impact.				
2.5 Modifies the curriculum as needed to continually meet the needs of students.				
2.6 Guides individuals and groups of students through the development of educational and career plans.				
2.7 Provides guidance for maximizing personal growth and development.				
2.8 Teaches the school developmental guidance program.				
2.9 Assists teachers in the teaching of the guidance curriculum.				
Standard 2 Considerations for Professional Growth				

Standard 3: Individual/Small Group Counseling	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
3.1 Provides a safe, confidential setting in which students present their needs and concerns.				
3.2 Promotes wellness.				
3.3 Responds to crises.				
3.4 Communicates empathy and understanding.				
3.5 Utilizes a broad range of techniques and accepted theories appropriate to school counseling.				
3.6 Utilizes assessment tools,				
3.7 Intervenes in problem/conflict situations and conduct follow-up sessions.				
3.8 Respects and nurtures the uniqueness of student conflict.				
3.9 Mediates classroom and student conflict.				
3.10 Empowers students to develop and use their resources.				

Standard 3 Considerations for Professional Growth

Standard 4: Consultation/Collaboration	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
4.1 Consults with parents, faculty, staff, administrators and others to enhance their work with students.				
4.2 Interprets relevant information concerning the developmental needs of students.				
4.3 Reduces barriers to student learning through direct referred services.				
4.4 Facilitates new student integration into the school environment.				
4.5 Works with teachers to provide support for students in a crisis situation.				
4.6 Interacts with school councils, school boards, FR/YSC Advisory Councils, and/or school committees.				
4.7 Facilitates successful communication between and among teachers, parents, and students.				
4.8 Works with teachers and administrators relevant to behavior management to promote and support intervention strategies.				
4.9 Consults with external community and professional resources.				

Standard 4 Considerations for Professional Growth

Standard 5: Coordination	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
5.1 Coordinates with school and community personnel, including school councils, to provide resources for students.				
5.2 Uses an effective referral process for assisting students and others to use special programs and services.				
5.3 Identifies community agencies for referral of students.				
5.4 Maintains cooperative working relationships with community resources.				
5.5 Facilitates				

Standard 5 Considerations for Professional Growth

Standard 6: Assessment	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
6.1 Participate in the planning and evaluation of the district/school testing program.				
6.2 Assess, interpret and communicate learning results to students, faculty, parents, and community.				
6.3 Collaborate with staff concerning assessment of special needs students.				
6.4 Use assessment results and other sources of student data in formulating student career/graduation plans.				
6.5 Coordinate student records to ensure the confidentiality of assessment data.				
6.6 Provide orientation sessions for faculty, students, and parents regarding the assessment program.				

Standard 6 Considerations for Professional Growth

Standard 7: Adheres to Professional Standards	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
7.1 Adheres to professional codes of ethics of American Counseling Association, American School Counseling Association, and Code of Ethics adopted by the Kentucky Education Professional Standards Board.				
7.2 Adheres to federal and state laws and regulations related to education and child protection.				
7.3 Is responsible for the ongoing professional development.				
7.4 Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.				
7.5 Is knowledgeable of the position statements of the American School Counselor Association.				
7.6 Identifies activities that would be in conflict with the primary role of the school counselor and advocates for the best practices of the profession.				

Standard 7 Considerations for Professional Growth

Standard 8: Demonstrates Professional Leadership	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
8.1 Builds positive relationships with and between community and school.				
8.2 Promotes leadership potential in colleagues.				
8.3 Participates in professional organizations and activities.				
8.4 Writes and speaks effectively.				
8.5 Guides the development of curriculum and instructional materials.				
8.6 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
8.7 Initiates and develops educational projects and programs.				
8.8 practices effective listening, conflict resolution, and group facilitation skills as a team member.				
8.9 Presents programs in a manner that reflects sensitivity to a multicultural and global perspective.				

	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
8.10 Writes for publications, presents at conferences, and provides professional development.				
8.11 Works with colleagues to administer effective learning climate within the school.				
Standard 8 Considerations for Professional Growth				

Standard 9: Engages in Professional Development	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
9.1 Establishes priorities for professional growth.				
9.2 Analyzes students performance to help identify professional development needs.				
9.3 Solicits input from others tin the creation of individual professional growth plans.				
9.4 Implements knowledge and skills acquired through on-going professional development.				
9.5 Modifies own professional development plan to improve performance and to promote student learning.				
Standard 9 Considerations for Professional Growth				

_____   _____
Evaluatee's Signature   Evaluator' Signature

Note: More than one rating may be marked. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be marked. Also, an evaluatee Could meet the performance criteria, yet "need growth" in a refinement/enrichment phase of professional growth, and two ratings would be marked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the "growth needed" cell must also be checked.

NICHOLAS COUNTY SCHOOLS
Summative Evaluation Form for Counselors

Name _____ School _____ Date _____

Date of Observation(s) _____

Dates of Conference(s) _____

TEACHER STANDARDS:	MEETS STANDARDS	GROWH NEEDED	*DOES NOT MEET STANDARDS
1. Guidance Counseling Program	_____	_____	_____
2. Developmental Guidance Program	_____	_____	_____
3. Individual/Small Group Counseling	_____	_____	_____
4. Consultation/Collaboration	_____	_____	_____
5. Coordination	_____	_____	_____
6. Assessment	_____	_____	_____
7. Adheres to Professional Standards	_____	_____	_____
8. Demonstrates Professional Leadership	_____	_____	_____
9. Engages in Professional Development	_____	_____	_____

*Any rating in the "Does Not Meet Standards" Column requires development of an Individual Corrective Action Plan.

EVALUATOR'S COMMENTS:

EVALUATEE'S COMMENTS:

I have read and discussed this evaluation with my evaluator and have received a copy of the form.

_____   _____
Evaluatee's Signature   Date   Principal's Signature   Date

_____
Evaluator's Signature (If other than principal)   Date

RE-EMPLOYMENT RECOMMENDATION
( ) Recommended for re-employment
( ) Not recommended for re-employment

Nicholas County Schools
Data Collection Summary
For Librarian/Media Specialist

Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.

Staff Member Observed _____

Observer _____ Position _____

Date of Conference (Analysis) _____

Standards/Performance Criteria	Performance/Product Ratings More than one rating may be checked.			Comments/Notes Attach additional pages if necessary..
Standard 1: Management and Administration of the Library/Media Center	Meets	Growth Needed	Does not Meet	
1.1 Plans long-range goals of the library media center program with faculty, administration and students.				
1.2 Plans the budget with the administration, school based councils and\or advisory committees, based on the needs and objectives of the library media center program.				
1.3 Administers the budget according to the goals and objectives of the program.				
1.4 Develops library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.				
1.5 Develops library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.				
1.6 Administers a library media program that utilizes flexible access.				
1.7 Develops plans for maintaining a technologically current facility and program.				
1.8 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as AARC2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress MARC format.				
1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.				
1.10 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis – identifying strengths and weaknesses.				
1.11 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.				
1.12 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.				
1.13 Is responsible for the proper use of the facility, materials and equipment.				
1.14 May plan and/or participate in special projects or proposals, e.g. book fairs.				
1.15 Trains and supervises library media center clerical staff, volunteers, and student helpers.				
Standard 1 Considerations for Professional Growth				

Standard 2: Provides exemplary resources through collection development.	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
2.1 Follows the district approved selection policy, which includes a procedure for the reconsideration of materials.				
2.2 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.				
2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.				
2.4 Maintains a professional collection.				
2.5 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment, which support the school's curriculum and educational philosophy.				
2.6 Keeps a card or automated catalog current.				
2.7 Maintains statistical records needed to verify collection of the library.				
2.8 Makes general repairs, weeds collection, and takes annual inventory as directed by board policy.				

Standard 2 Considerations for Professional Growth

Standard 3: Provides effective library media services.	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.				
3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.				
3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.				
3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.				
3.5 Provides training to staff in use of new materials, technology, and equipment, demonstration practical applications for curriculum connections.				
3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprinting materials.				
3.7 Assists faculty in the selection of materials to supplement classroom instruction.				
3.8 Establishes positive rapport with staff and students.				
3.9 Makes the library media center and its resources accessible to students and faculty.				
3.10 Provides orientation for new faculty and students.				
3.11 Maintains effective communication with staff and students, e.g. informs faculty and students of new acquisitions and services.				
3.12 Facilitates the circulation of materials among schools in the district or with other agencies.				
3.13 Is available as a personal resource for all students and faculty.				
3.14 Provides the resources and promotes recreational reading for the school community.				

Standard 3 Considerations for Professional Growth

Standard 4: Enables students to become effective information users.	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations.				
4.2 Informally evaluates individual and group needs and provides appropriate learning experiences.				
4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility of learning and conduct.				
4.4 Provides for independent and cooperative group learning.				
4.5 Guides students in the selection of appropriate resources.				
4.6 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.				
4.7 Promotes appreciation of various forms of literature emphasizing the highest quality.				
4.8 Encourages student to develop lifelong reading, listening, viewing, and critical thinking skills, and to become skilled in all modes of communication.				
4.9 Incorporates the use of technology in accessing information.				
4.10 Assists students in the use of multimedia for completed projects.				

Standard 4 Considerations for Professional Growth

Standard 5: Assumes responsibility for professional growth practices.	Meets	Growth Needed	Does not Meet	Comments/Notes Attach additional pages if necessary.
5.1 Follows the school's policies and procedures.				
5.2 Promotes compliance with copyright laws.				
5.3 Handles concerns of others in a positive and professional manner in order to protect user's rights to privacy and confidentiality.				
5.4 Attends local professional growth activities and meetings.				
5.5 Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field.				

Standard 5 Considerations for Professional Growth

_____   _____
Evaluatee's Signature   Evaluator' Signature

Note: More than one rating may be marked. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be marked. Also, an evaluatee Could meet the performance criteria, yet "need growth" in a refinement/enrichment phase of professional growth, and two ratings would be marked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the "growth needed" cell must also be checked.

Nicholas County Schools
Summative Conferencing Form
For Librarian/Media Specialist

The evaluator and evaluatee discuss and complete this form prior to revising the counselor's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, units of study, etc.

Staff Member Observed _____

Observer _____ Position _____

Date of Conference (Analysis) _____

Standards/Performance Criteria	Performance/Product Ratings More than one rating may be checked.			Discussed Attach additional pages if necessary.
Standard 1: Management and Administration of the Library/Media Center	Meets	Growth Needed	Does not Meet	
1.1 Plans long-range goals of the library media center program with faculty, administration and students.				
1.2 Plans the budget with the administration, school based councils and\or advisory committees, based on the needs and objectives of the library media center program.				
1.3 Administers the budget according to the goals and objectives of the program.				
1.4 Develops library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.				
1.5 Develops library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.				
1.6 Administers a library media program that utilizes flexible access.				
1.7 Develops plans for maintaining a technologically current facility and program.				
1.8 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as AARC2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress MARC format.				
1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.				
1.10 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis – identifying strengths and weaknesses.				
1.11 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.				
1.12 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.				
1.13 Is responsible for the proper use of the facility, materials and equipment.				
1.14 May plan and/or participate in special projects or proposals, e.g. book fairs.				
1.15 Trains and supervises library media center clerical staff, volunteers, and student helpers.				
Standard 1 Considerations for Professional Growth				

Standard 2: Provides exemplary resources through collection development.	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
2.1 Follows the district approved selection policy, which includes a procedure for the reconsideration of materials.				
2.2 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.				
2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.				
2.4 Maintains a professional collection.				
2.5 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment, which support the school's curriculum and educational philosophy.				
2.6 Keeps a card or automated catalog current.				
2.7 Maintains statistical records needed to verify collection of the library.				
2.8 Makes general repairs, weeds collection, and takes annual inventory as directed by board policy.				

Standard 2 Considerations for Professional Growth

Standard 3: Provides effective library media services.	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.				
3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.				
3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.				
3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.				
3.5 Provides training to staff in use of new materials, technology, and equipment, demonstration practical applications for curriculum connections.				
3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprinting materials.				
3.7 Assists faculty in the selection of materials to supplement classroom instruction.				
3.8 Establishes positive rapport with staff and students.				
3.9 Makes the library media center and its resources accessible to students and faculty.				
3.10 Provides orientation for new faculty and students.				
3.11 Maintains effective communication with staff and students, e.g. informs faculty and students of new acquisitions and services.				
3.12 Facilitates the circulation of materials among schools in the district or with other agencies.				
3.13 Is available as a personal resource for all students and faculty.				
3.14 Provides the resources and promotes recreational reading for the school community.				

Standard 3 Considerations for Professional Growth

Standard 4: Enables students to become effective information users.	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations.				
4.2 Informally evaluates individual and group needs and provides appropriate learning experiences.				
4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility of learning and conduct.				
4.4 Provides for independent and cooperative group learning.				
4.5 Guides students in the selection of appropriate resources.				
4.6 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.				
4.7 Promotes appreciation of various forms of literature emphasizing the highest quality.				
4.8 Encourages student to develop lifelong reading, listening, viewing, and critical thinking skills, and to become skilled in all modes of communication.				
4.9 Incorporates the use of technology in accessing information.				
4.10 Assists students in the use of multimedia for completed projects.				

Standard 4 Considerations for Professional Growth

Standard 5: Assumes responsibility for professional growth practices.	Meets	Growth Needed	Does not Meet	Discussed Attach additional pages if necessary.
5.1 Follows the school's policies and procedures.				
5.2 Promotes compliance with copyright laws.				
5.3 Handles concerns of others in a positive and professional manner in order to protect user's rights to privacy and confidentiality.				
5.4 Attends local professional growth activities and meetings.				
5.5 Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field.				

Standard 5 Considerations for Professional Growth

_____ _____
Evaluatee's Signature   Evaluator' Signature

Note: More than one rating may be marked. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be marked. Also, an evaluatee Could meet the performance criteria, yet "need growth" in a refinement/enrichment phase of professional growth, and two ratings would be marked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the "growth needed" cell must also be checked.

NICHOLAS COUNTY SCHOOLS
Summative Evaluation Form
For Librarian/Media Specialist

Name _____ School _____ Date _____

Date of Observation(s) _____

Dates of Conference(s) _____

STANDARDS:	MEETS STANDARDS	GROWH NEEDED	*DOES NOT MEET STANDARDS
1. Management and Administration	_____	_____	_____
2. Provides Exemplary Resources	_____	_____	_____
3. Provides Effective Library Media Services	_____	_____	_____
4. Enables Effective Information Users	_____	_____	_____
5. Professional Development	_____	_____	_____

*Any rating in the "Does Not Meet Standards" Column requires development of an Individual Corrective Action Plan.

EVALUATOR'S COMMENTS:

EVALUATEE'S COMMENTS:

I have read and discussed this evaluation with my evaluator and have received a copy of the form.

_____   _____   _____   _____
Evaluatee's Signature   Date   Principal's Signature   Date

_____   _____
Evaluator's Signature (If other than principal)   Date

RE-EMPLOYMENT RECOMMENDATION
( ) Recommended for re-employment
( ) Not recommended for re-employment

NICHOLAS COUNTY SCHOOLS
SUMMATIVE CONFERENCING FORM
Education Administrators
ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN
SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth pl and summative evaluation instruments. This analyses document is the summary of data collected for formati' purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School/Work Site _____

Standards/Performance Criteria *The education administrator facilitates processes and engages in activities ensuring that:*	Performance/Product/Portfolio Ratings (*More than one (1) rating can be checked)			Professional Growth Activities Discussed
1: Vision	Meets	Growth Needed	Does Not Meet	
1.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community				
1.2 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities				
1.3 the core beliefs of the school vision are modeled for all stakeholders				
1.4 the vision is developed with and among stakeholders				
1.5 the contributions of school community members to the realization of the vision are recognized and celebrated				
1.6 progress toward the vision and mission is communicated to all stakeholders				
1.7 the school community is involved in school improvement efforts				
1.8 the vision shapes the educational programs, plans, and actions				
1.9 provides opportunities that encourage collaboration among others in the use of resources				
1.10 assessment data related to student learning is used to develop the school vision and goals				
1.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals				
1.12 barriers to achieving the vision are identified, clarified, and addressed				
1.13 needed resources are sought and obtained to support the implementation of the school mission and goals				
1.14 existing resources are used in support of the school vision and goals				
1.15 the vision and implementation plans are regularly monitored, evaluated, and revised				
Overall rating for Summative Evaluation Form				

2: School Culture and Learning - *The education administrator facilitates processes and engages in activities ensuring that:*	Meets	Growth Needed	Does Not Meet	Discussed
2.1 all individuals are treated with fairness, dignity, and respect ✓				
2.2 Professional development promotes a focus on student leaning consistent with the school vision and goals				
2.3 Students and staff feel valued and important				
2.4 the responsibilities and contributions of each individual are acknowledged				
2.5 barriers to student learning are identified, clarified and addressed /				
2.6 diversity is considered in developing learning experiences				
2.7 life long learning is encouraged and modeled				
2.8 there is a culture of high expectations for self, student, and staff performance				
2.9 technologies are used in teaching and learning ✓				
2.10 student and staff accomplishments are recognized and celebrated				
2.11 multiple opportunities to learn are available to all students				
2.12 the school is organized and aligned for success				
2.13 curriculum, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined				
2.14 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies				
2.15 the school culture and climate are assessed on a regular basis				
2.16 a variety of sources in information is used to make decisions				
2.17 student learning is assessed using a variety of techniques				
2.18 multiple sources of information regarding performance are used by staff and students				
2.19 a variety of supervisory and evaluation models is employed				
2.20 pupil personnel programs are developed to meet the needs of students and their families				
Overall rating for Summative Evaluation Form				

3: Management -*The education administrator facilitates processes and engages in activities ensuring that:*	Meets	Growth Needed	Does Not Meet	Discussed
3.1 knowledge of learning, teaching, and student development is used to inform management decisions ✓				
3.2 operational procedures are designed and managed to maximize opportunities for successful learning				
3.3 emerging trends are recognized, studied, and applied as appropriate				
3.4 operational plans and procedures to achieve the vision and goals of the school are in place				
3.5 collective bargaining and other contractual agreements related to the school are effectively managed ✓				

: 3: Management (Con't)	Meets	Growth Needed	Does Not Meet	Discussed
3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively				
3.7 time is managed to maximize attainment of organizational goals				
3.8 potential problems and opportunities are identified				
3.9 problems are confronted and resolved in a timely manner.				
3.10 financial, human, and material resources are aligned to the goals of schools				
3.11 the school acts entrepreneurally to support continuous improvement				
3.12 organizational systems are regularly monitored and modified as needed				
3.13 stakeholders are involved in decisions affecting schools				
3.14 responsibility is shared to maximize ownership and accountability				
3.15 effective Problem-framing and problem-solving skills are used				
3.16 effective conflict resolution skills are used				
3.17 effective group-process and consensus-building skills are used				
3.18 effective communication skills are used				
3.19 there is effective use of technology to manage school operations				
3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively				
3.21 a safe, clean, and aesthetically pleasing school environment is created and maintained				
3.22 human resource functions support the attainment of school goals				
3.23 confidentiality and privacy of school records are maintained				
Overall rating for Summative Evaluation Form				

4: Collaboration – *The education administrator facilitates processes and engages in activities ensuring that:*	Meets	Growth Needed	Does Not Meet	Discussed
4.1 high visibility, active involvement, and communication with the larger community is a priority				
4.2 relationships with community leaders are identified and nurtured				
4.3 information about family and community concerns, expectations, and needs is used regularly				
4.4 there is outreach to different business, religious, political, and service agencies and organizations				
4.5 credence is given to individuals and groups whose values and opinions may conflict				
4.6 the school and community serve one another as resources				
4.7 available community resources are secured to help the school solve problems and achieve goals				
4.8 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals				

4: Collaboration - *The education administrator facilitates processes and engages in activities ensuring that:*	Meets	Growth Needed	Does Not Meet	Discussed
4.9 community youth family services are integrated				
4.10 community stakeholders are treated equitably				
4.11 diversity is recognized and valued ✓				
4.12 effective media relations are developed and maintained ✓				
4.13 a comprehensive program of community relations is established				
4.14 public resources and funds are used appropriately and wisely				
4.15 community collaboration is modeled for staff				
4.16 opportunities for staff to develop collaborative skills are ✓ provided				
Overall rating for Summative Evaluation Form				

5: Integrity, Fairness, Ethics - *The education administrator facilitates processes and engages in activities ensuring that:*	Meets	Growth Needed	Does Not Meet	Discussed
5.1 examines personal and professional values ✓				
5.2 demonstrates a personal and professional code of ethics ✓				
5.3 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance				
5.4 serves as a role model				
5.5 accepts responsibility for school operations				
5.6 considers the impact of one's administrative practices on others				
5.7 uses the influence of the office to enhance the educational program rather than for personal gain				
5.8 treats people fairly, equitably, and with dignity and respect ✓				
5.9 protects the rights and confidentiality of students and staff				
5.10 demonstrates appreciation for the sensitivity to the diversity in the school community				
5.11 recognized and respects the legitimate authority of others				
5.12 examines and considers the prevailing values of the diverse school community				
5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior				
5.14 opens the school to public scrutiny				
5.15 fulfills legal and contractual obligations ✓				
5.16 applies laws and procedures fairly, wisely, and considerately ✓				
Overall rating for Summative Evaluation Form				

6: Political, Economic, Legal - *The education administrator facilitates processes and engages in activities ensuring that:*	Meets	Growth Needed	Does Not Meet	Discussed
6.1 the environment in which schools operate is influenced on behalf of students and their families				
6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate				
6.3 there is ongoing dialogue with representatives of diverse community groups				

SUMMATIVE CONFERENCING FORM
Education Administrators

:	Meets	Growth Needed	Does Not Meet	Discussed
6.4 the school community works within the framework of ✓ policies, laws, and regulations enacted by local, state, and federal authorities				
6.5 public policy is shaped to provide equality education for students				
6.6 lines of communication are developed with decision makers outside the school community				
Overall rating for Summative Evaluation Form				

*This column provides for one or more rating. For example, an evaluatee might simply *"meet"* the performance criteria and that cell alor would be checked.   Also, an evaluatee could *"meet"* the performance criteria yet *"need growth"* in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could *"not meet"* the performance criteria and *"need growth".* the *"does not meet"* cell is checked, the cell *"growth needed"* must be checked.

NICHOLAS COUNTY SCHOOLS
SUMMATIVE EVALUATION FOR ADMINISTRATORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

Date(s) of Observation(s)   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Conference(s)   1st _____   2nd _____   3rd _____   4th _____

Ratings:

Administrator Standards:	Meets	*Does Not Meet
1. Vision	_____	_____
2. School Culture and Learning	_____	_____
3. Management	_____	_____
4. Collaboration	_____	_____
5. Integrity, Fairness, Ethics	_____	_____
6. Political, Economic, Legal	_____	_____
Overall Rating	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____   2. _____   3. _____   4. _____   5. _____   6. _____

Evaluatee's Comments:

_____
_____
_____
_____

Evaluator's Comments:

_____
_____
_____
_____

To be signed after all information above has been completed and discussed:

Evaluatee: ___ Agree with this summative evaluation
             ___ Disagree with this summative evaluation

_____   _____
Signature   Date

Evaluator:

_____   _____
Signature   Date

Opportunities for appeal processes at both the local and state levels are a part of_____

_____ district's evaluation plan.

Employment Recommendation to Central Office:

_____ Meets administrator standards for re-employment

_____ Does not meet administrator standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

NICHOLAS COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM
FOR
District Technology Coordinator

These standards are in addition to standards for administrators.

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee_____

Evaluator/ Observer_____ Position_____

Date of Conference (analyses)_____ School_____

Standards Performance Criteria				Comments
Standard 1 Educational Leadership	Met	Growth Needed	Not Met	
1A. Serves as the primary contact between the school district and the K.D.E. concerning K.E.T.S.				
1B. Demonstrates an understanding of the use and integration of technology as a tool in the instructional process				
1C. Provides leadership in the development, implementation, monitoring, evaluation, and up-dating of the district plan for instructional use of technology				
1D. Disseminates technology-related information in the district and community				
1E. Facilitates the training of teachers in the use of technology				
Standard 2 Program Management	Met	Growth Needed	Not Met	
2A. Understands the district and building-level budgets, budgeting and spending processes and works within this system to secure adequate resources for instructional computing				
2B. Facilitates the development, implementation, and evaluation of technology oriented staff development				
2C. Helps the district develop and implement plans for the acquisition and maintenance of hardware and software				
2D. Coordinates and supervises routine preventive maintenance as well as more general repair and replacement				
2E. Develops, disseminates, and monitors a district procedure for the evaluation of software, hardware, and courseware and for the sharing of the results of such evaluation				

2F. Maintains an accurate inventory of technology hardware and software that belongs to the district and to individual schools in the district				
2G. Helps the district obtain outside funding by participating in grant planning and proposal writing				
2H. Coordinates the installation, implementation, and evaluation of school and district administrative technology systems				
Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	
3A. Demonstrates positive interpersonal relationships with staff, parents, and community				
3B. Provides support and assistance to building-level technology coordinators				
Standard 4 Professional Responsibilities	Met	Growth Needed	Not Met	
4A. Serves as chair of the district technology committee				
4B. Participates in appropriate professional development				
4C. Continues to grow as a professional technology educator and educational leader				

NICHOLAS COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM FOR
Directors of Transportation

These standards are in addition to standards for administrators.

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee_____

Evaluator/ Observer_____ Position_____

Date of Conference (analyses)_____ School_____

Standards Performance Criteria				Comments
Standard 1 Educational Leadership	Met	Growth Needed	Not Met	
1A. Provides direction for the district's transportation program				
1B. Provides for the organization and management of the transportation program				
1C. Communicates information to the superintendent and all other necessary personnel				
1D. Provides for the implementation of processes involved in the transportation program				
1E. Provides positive direction and leadership to administrative and supervisory staff				
Standard 2 Program Management	Met	Growth Needed	Not Met	
2A. Enforces all state laws and regulations concerning school transportation				
2B. Conforms with all state and insurance carrier safety regulations				
2C. Recruits and supervises all transportation personnel				
2D. Develops and administers the transportation program in a manner that meets all the requirements of the instructional program				
2E. Demonstrates effective administrative skills				
2F. Demonstrates effective communication skills				
2G. Demonstrates effective problem-solving and decision-making skills				
2H. Provides for the use and development of appropriate revenue sources				

2I. Assists in the development and fiscal monitoring of the transportation budget				
2J. Ensures that appropriate accounting and control procedures are applied to all fiscal transactions				
Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	
3A. Demonstrates positive, professional relationships with administrators, central office personnel, and other district employees				
3B. Demonstrates positive, professional relationships with students, parents, and the community				
3C. Provides counsel and advises the superintendent in a constructive manner				
Standard 4 Professional Responsibilities	Met	Growth Needed	Not Met	
4A. Provides the superintendent with recommendations for district policies and procedures related to transportation				
4B. Assists in drafting/ updating policy and procedural statements based on school transportation law and regulation changes				
4C. Participates in professional growth activities				

NICHOLAS COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM
FOR
Director of Pupil Personnel

These standards are in addition to standards for administrators.

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee_____

Evaluator/ Observer_____ Position_____

Date of Conference (analyses)_____ School_____

Standards Performance Criteria				Comments
Standard 1 Student Services/ Program	Met	Growth Needed	Not Met	
1A. Acts as liaison with local and state agencies in seeking solutions to the problems of school children				
1B. Works with authorities of the Juvenile Court in matters involving children				
1C. Works on the identification of problems originating from broken homes, neglectful parents, economic conditions in marginal families and mental illness of parents or child				
1D. Serves as liaison between the family court and school system in cases where students have been delinquent outside school				
1E. Supports services to schools				
1F. Assists all principals and teachers in matters of attendance				
1G. Interprets pupil personnel policies and methods to school personnel, parents, children, and community				
1H. Works closely with teachers, school nurses, guidance counselors, and principals regarding students who are absent or tardy frequently and who have not responded to the correction efforts made by the building principal				
1I. Works with a district-wide committee on an annual review of the District Code of Conduct and facilities revision as needed				

45

Standard 2 Management	Met	Growth Needed	Not Met	Comments:
2A. Enforces the compulsory attendance law				
2B. Compiles all records and reports relating to attendance and pupil counting				
2C. Checks on all non-resident pupils for contract purposes				
2D. Plans and supervises the conducting of the annual school census				
2E. Furnishes certificates of school records upon request				
2F. Carries out directives and instructions from State Department of Pupil Attendance and Accounting				
Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	
3A. Demonstrates positive interpersonal relationships with students				
3B. Demonstrates positive interpersonal relationships with staff				
3C. Demonstrates positive interpersonal relationships with other administrators				
3D. Demonstrates positive interpersonal relationships with parents/ community				
Standard 4 Professional Duties and Responsibilities	Met	Growth Needed	Not Met	
4A. Is punctual in the performance of duties				
4B. Participates in professional development activities to continually upgrade skills				
4C. Makes studies of new practices and techniques for improving the keeping of records				
4D. Attends meetings and other school related programs as necessary and appropriate				
4E. Develops and implements KERA activities that are designed to carry out the goals of the school district				

NICHOLAS COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM FOR
Instructional Supervisors

These standards are in addition to standards for administrators.

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee_____

Evaluator/ Observer_____ Position_____

Date of Conference (analyses)_____ School_____

Standards Performance Criteria				Comments
Standard 1 Instructional Leadership	Met	Growth Needed	Not Met	
1A. Communicates standards of expected performance				
1B. Provides leadership for curriculum development and the organization of personnel to implement the curriculum				
1C Provides positive direction and leadership to administrative and supervisory staff				
1D. Provides leadership for effective professional development and staff training				
Standard 2 Program Management	Met	Growth Needed	Not Met	
2A. Demonstrates effective administrative skills				
2B. Demonstrates effective communication skills				
2C. Demonstrates effective problem-solving and decision-making skills				
2D. Demonstrates effective organizational skills				
2E. Provides for use and development of appropriate revenues				
2F. Ensures compliance with statutes, rules and regulations relating to instructional programs				
Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	
3A. Demonstrates positive, professional relationships with district personnel				
3B. Demonstrates positive relationships with patrons/ community				

3C. Demonstrates positive, interpersonal relationships with administrators/ supervisors				
Standard 4 Professional Responsibilities	Met	Growth Needed	Not Met	
4A. Provides recommendations for development of instructional policies and procedures				
4B. Demonstrates a sense of professional responsibility				
4C. Participates in professional growth activities				

NICHOLAS COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM
FOR
District Assessment Coordinators

These standards are in addition to standards for administrators.

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee_____
Evaluator/ Observer_____ Position_____
Date of Conference (analyses)_____ School_____

Standards Performance Criteria				Comments
Standard 1 Program	Met	Growth Needed	Not Met	
1A. Serves as the primary contact between the school district and the KIRIS student assessment and accountability program				
1B. Assists teachers, principals, and counselors with questions, problems, and concerns regarding the assessment process				
1C. Facilitates the implementation of all assessment and accountability activities throughout the district				
1D. Provides analysis and interpretation of assessment results to the schools and the school board				
1E. Facilitates the training of teachers in the portfolio scoring process				
1F. Facilitates the dissemination of information regarding the connections between assessment and curriculum				
Standard 2 Management	Met	Growth Needed	Not Met	
2A. Receives and distributes KIRIS materials including tests, teacher guides, and assessment results				
2B. Takes responsibility for monitoring and certifying data used in cognitive and noncognitive indicators				
2C. Communicates to appropriate staff definitions, timelines, etc. for completing assessment activities and compiling data				
2D. Collects tests and portfolios from the schools to send for scoring				
Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	Comments:
3A. Demonstrates positive interpersonal relationships with staff				

3B. Demonstrates positive interpersonal relationships with administrators				
3C. Demonstrates positive interpersonal relationships with parents/ community				
Standard 4 Professional Responsibilities	Met	Growth Needed	Not Met	
4A. Is punctual in the performance of duties				
4B. Attends KDE sponsored assessment and accountability meetings and trainings				
4C. Promotes appropriate and ethical assessment practices within the district				

NICHOLAS COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM
FOR
Federal Programs Coordinators

These standards are in addition to standards for administrators.

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee_____ Federal Program _____

Evaluator/ Observer_____ Position_____

Date of Conference (analyses)_____ School_____

Standards Performance Criteria				Comments
Standard 1 Instructional Duties	Met	Growth Needed	Not Met	
1A. Provide direct supervision of federally funded programs on a regular basis				
1B. Design and maintain a structured curriculum, when appropriate, for all federally funded programs				
1C. Work directly with principals, program teachers and staff members, and regular classroom teachers at the school and district level in a continual effort to maintain quality federal programs				
1D. Assist applicable staff members in maintaining a complying system of parental involvement, when appropriate, in programs				
1E. Provide professional development opportunities for program staff				
1F. Coordinates the federal program testing and includes test data and its utilization for program improvement				
Standard 2 Program Management	Met	Growth Needed	Not Met	
2A. Assist the superintendent in preparing the annual Federal Program applications and evaluations				
2B. Attend all required/ related meetings, conferences, etc.				
2C. Advise the superintendent of the operation of federal programs				
2D. Visit other like-funded programs as part of a continuous effort to improve the local district programs				
2E. Maintain a records system that includes inventory of equipment				
2F. Report once a year to the Board on the status of the programs				

	Met	Growth Needed	Not Met	
2G. Formulate necessary Board policy as related to the programs				
Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	
3A. Demonstrates positive interpersonal relationships with students				
3B. Demonstrates positive interpersonal relationships with staff				
3C. Demonstrates positive interpersonal relationships with other administrators and coordinators				
3D. Demonstrates positive interpersonal relationships with parents/ community				
Standard 4 Professional Duties and Responsibilities	Met	Growth Needed	Not Met	
4A. Is punctual in the performance of duties				
4B. Participates in professional development to continually upgrade skills				
4C. Makes studies of new practices and techniques for improving the keeping of records				
4D. Attends meetings/ other school related programs as necessary/ appropriate				
4E. Develops and implements KERA activities				

NICHOLAS COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM
FOR
Extended School Services Coordinators

These standards are in addition to standards for administrators.

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee_____

Evaluator/ Observer_____ Position_____

Date of Conference (analyses)_____ School_____

Standards Performance Criteria				Comments
Standard 1 Instructional Leadership	Met	Growth Needed	Not Met	
1A. Provides direction for the school district's Extended School Services (ESS)				
1B. Provides for organization/ management of ESS instruction				
1C. Provides leadership for positive instructional/ educational change related to ESS				
1D. Provides leadership for curriculum development and the organization of personnel to implement the ESS curriculum				
1E. Provides positive direction and leadership to administrative staff				
Standard 2 Program Management	Met	Growth Needed	Not Met	
2A. Demonstrates effective administrative skills				
2B. Demonstrates effective communication skills				
2C. Demonstrates effective problem-solving and decision-making skills				
2D. Demonstrates effective organizational skills				
2E. Provides for use and development of appropriate revenues				
2F. Ensures compliance with statutes, rules and regulations relating to instructional programs				
Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	Comments:
3A. Demonstrates positive, professional relationships with district personnel				
3B. Demonstrates positive relationships with patrons/ community				
3C. Demonstrates positive, interpersonal relationships with students and parents				

Standard 4 Professional Responsibilities	Met	Growth Needed	Not Met	
4A. Provides recommendations for development of instructional policies and procedures related to ESS				
4B. Demonstrates a sense of professional responsibility				
4C. Participates in professional growth activities				

NICHOLAS COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM
FOR
Directors of Special Education

These standards are in addition to standards for administrators.

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee_____

Evaluator/ Observer_____ Position_____

Date of Conference (analyses)_____ School_____

Standards Performance Criteria				Comments
Standard 1 Educational Leadership	Met	Growth Needed	Not Met	
1A. Provides direction for the district's special education program				
1B. Ensures implementation of the process of special education in the district				
1C. Provides organization of special education services throughout the district				
1D. Provides for management of special education instruction				
1E. Provides for implementation of evaluation strategies for special education personnel, with the emphasis on improvement of instruction				
1F. Provides leadership for positive change in special education programs				
1G. Provides for effective recruitment, selection and assignment of district special education personnel				
1H. Promotes appropriate staff development in special education				
1I. Communicates standards of expected performance				
Standard 2 Program Management	Met	Growth Needed	Not Met	
2A. Provides for effective day-to-day operation of the special education program				
2B. Demonstrates effective communication skills				
2C. Ensures that instructional facilities for the special education program are conducive to meeting IEP goals and objectives				
2D. Promotes and maintains a positive school climate as part of a cooperative district effort				

2E. Demonstrates effective problem-solving, decision-making, and conflict-resolution skills				
2F. Demonstrates effective organizational skills				
2G. Provides for use and development of special education revenue sources				
2H. Develops a special education budget based upon established priorities and consistent with fiscal practices				
2I. Ensures compliance with statutes, rules, and regulations relating to special education funding				
Standard 3 Professional Relationships	Met	Growth Needed	Not Met	
3A. Demonstrates positive, professional relationships with district personnel				
3B. Demonstrates positive relationships with patrons/ community				
3C. Demonstrates positive relationships with other administrators				
Standard 4 Professional Responsibilities	Met	Growth Needed	Not Met	
4A. Demonstrates a knowledge of the legal basis for special education				
4B. Provides recommendations for the development and adoption of district policies and procedures to ensure compliance with all special education requirements				
4C. Provides for effective implementation of district policies and procedures that ensure compliance with all special education requirements				
4D. Participates in professional growth activities				
4E. Demonstrates a sense of professional responsibility				

NICHOLAS COUNTY SCHOOLS
INDIVIDUAL PROFESSIONAL GROWTH PLAN

Evaluatee   Date   Work Site

1. PERFORMANCE AREA

2. STANDARD OF PERFORMANCE

3. GROWTH OBJECTIVE(S)

4. PRESENT STAGE OF DEVELOPMENT: Awareness _____Preparation_____

             Implementation _____Refinement_____

5. PROCEDURES AND ACTIVITIES FOR ACHIEVING OBJECTIVE(S):

6. APPRAISAL METHOD AND TARGET DATES:

It is recommended that every staff member work toward proficiency in the area of Technology. Technology Standard(s) targeted for improvement:
Evidence of Growth:
Evaluatee's Summative Comments:

7. Evaluatee's Comments	8. Evaluator's Comments

This Plan is aligned with the Consolidated/Professional Development Plan of the school/district.

Individual Growth Plan Developed: Achieved/Revised/Continued
       (Date)   (Circle One)

Evaluatee/Date   Evaluatee/Date

Evaluator/Date   Evaluator/Date

NICHOLAS COUNTY SCHOOLS INDIVIDUAL CORRECTIVE ACTION PLAN
FOR

Name _____

Date _____

Standard Number	Growth Objective/Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives	Appraisal Method And Target Dates

(attach more pages if necessary)

Evaluatee's Comments:

_____

_____

_____

Individual Corrective Action Plan Developed: Status: _____Achieved _____Revises _____Continued

_____   _____   _____   _____
Evaluatee's Signature   Date   Evaluatee's Signature   Date

_____   _____   _____   _____
Evaluator's Signature   Date   Evaluator's Signature   Date

NICHOLAS COUNTY SCHOOLS
EVALUATION APPEALS HEARING REQUEST FORM

I, _____, have been evaluated by

_____ during the current school year

evaluation cycle. My disagreement with the findings of the summative evaluation has been

discussed with my evaluator.

I respectfully request that the Nicholas County School District Appeals Panel hear my appeal.

My appeal challenges the summative findings on:

_____substance

_____procedure

_____both substance and procedure

The date of the summative conference was _____.

The date the evaluator was notified of intent to appeal was _____:

I understand that all evaluation records will be presented to and reviewed by the appeals panel.

Signature_____

Date_____

Note:
This form shall be presented in person or by mail to the District Evaluation Appeals Officer.
The time frame for the appeals procedure is stipulated in the District Evaluation Plan.

CODE OF ETHICS
704 KAR20:680

Section 1: Certified personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

THE STUDENTS

-Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.

-Shall respect the constitutional rights of all students.

-Shall not deliberately suppress or distort subject matter for which the educator bears responsibility.

-Shall take reasonable measures to protect the health, safety, and emotional well-being of students.

-Shall not use professional relationships or authority with students for personal advantage.

-Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

-Shall not knowingly make false or malicious statements about students or colleagues.

-Shall refrain from subjecting students to embarrassment or disparagement.

-Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault.

THE PARENTS

-Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student.

-Shall endeavor to understand community cultures and diverse home environments of students.

-Shall not knowingly distort or misrepresent facts concerning educational issues.

-Shall distinguish between personal views and the views of the employing educational agency.

-Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.

-Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.

-Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, nor offer any such to obtain special advantage.

EDUCATION PROFESSION

-Shall exemplify behaviors which maintain the dignity and integrity of the profession.

-Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.

-Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.

-Shall not use coercive means or give special treatment in order to influence professional decision.

-Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualification.

-Shall not knowingly falsify or misrepresent records of facts relating to his/her own qualifications or those of other